

A STUDY OF THE SPECIAL EDUCATION PROGRAMS
OF BALLARD COMMUNITY SCHOOL DISTRICT

A Field Report
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The School of Graduate Studies
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by
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An abstract of a Field Report by
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June 1980
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The problem. This study traced the development of the special education programs of Ballard Community School District. It provided a historical perspective of how and why the special needs services of the district have been developed and expanded.

Procedure. Interviews were conducted with personnel who have worked with the past and present special education programs of the Ballard Community School District. School board minutes were also studied to provide information about the programs.

Conclusions. Increased concern for the education of the handicapped and the availability of funds for special education programs have resulted in the establishment and growth of the special education programs of the Ballard Community School District. Public Law 94-142 was instrumental in providing funds which enabled Ballard to expand its special education programs. Although Ballard's administrators have utilized available funds to expand and develop special education programs for the Ballard Community School District, there are no programs in operation within the district that provide help for students for more than two class periods each day.

Recommendations. Ballard's administrative staff needs to evaluate its special education programs on a continual basis. Serious consideration needs to be given to the establishment of special education programs with integration at both the elementary and secondary levels. In-service programs need to be established and maintained to acquaint Ballard's educational staff with the operation of the special education programs of the district.

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Chapter 1

INTRODUCTION

Ballard Community School, located in central Iowa, has a total student population of 1185 (as of September 1979). The population is composed of the following: Cambridge Elementary in Cambridge, population 159; Slater Elementary in Slater, population 301; Kelley Elementary in Kelley, population 165; Ballard Junior High in Huxley, population 289; and Ballard High School in Huxley, population 271.

Since the organization of the Ballard School District in 1958, numerous changes have been made to serve the needs of the special education students of the school district. At the present time there are four multicategorical programs at the elementary level which serve students with learning disabilities, mild emotional disabilities, and borderline mental disabilities. At the secondary level there are two multicategorical programs which serve students with disabilities similar to those found in the elementary schools. One of the secondary programs serves the junior high school while the other serves the senior high school. Students requiring more restrictive special

programs (i.e., severe and profoundly mentally retarded) are bused to Ames, Iowa, for special programming.

The Problem

Statement of the Problem

Since 1965 Ballard Community School has provided special education programs for some of the students of the school district. These programs have been available at both the elementary and secondary levels. A comprehensive study is needed to provide both veteran and new staff members with a historical perspective of how and why the special need services were developed and expanded. This study should serve as a guide for future planning.

Rationale of the Study

The specific purpose of this study was to trace the development of the special programs offered in the Ballard School System. Because there is no document which provides information about the evolvement of the special education programs provided by the district, there is a need for this study. This document will be used to acquaint staff members with past and present programs and to provide Ballard administrators with a baseline from which to plan future special education programs.

Criterion to be Used

The evolvement of Ballard's special education programs were determined by administrative decisions. Changes have been made after administrators have evaluated the strengths and weaknesses of the individual special education programs. The evolvement of the programs is discussed in Chapter 3.

The intent of Public Law 93 - 112 and the intent of Public Law 94 - 142 were used to assess the appropriateness of Ballard's present special education programs. This will be delineated at length in Chapter 2.

Limitations of the Study

The investigation was limited to the Ballard Community School District which was organized in 1958 and includes the communities of Cambridge, Huxley, Kelley, and Slater.

Definition of Terms

Since some of the readers of the proposed monograph will be personnel not necessarily schooled in special education terminology, the following definitions of terms are necessary.

Learning Disability - The inclusive term denoting deficiencies which inhibit a pupil's ability to efficiently learn in keeping with one's potential by the instructional approaches presented in the usual curriculum and require

special education programs and services for educational progress. The deficiencies displayed by pupils with learning disabilities are not primarily due to sensory deprivation, mental disabilities, severe emotional disabilities, or a different language spoken in the home.

Multicategorical - Refers to a special education program or service in which the pupils being helped may have different disabilities. The term "multidisability" may be used interchangeably.

Mental Disability - The inclusive term denoting significant deficits in adaptive behavior and subaverage general intellectual functioning. For educational purposes, adaptive behavior refers to the individual's effectiveness in meeting the demands of one's environment and subaverage general intellectual functioning as evidenced by performance greater than one standard deviation below the mean on a reliable individual test of general intelligence valid for the individual pupil.

Emotional Disability - A handicap which is manifested as a behavior disorder. It is a pattern of situationally inappropriate behavior, observed in the school setting which deviates substantially from behavior appropriate to one's age and significantly interferes with the learning process, interpersonal relationships, or personal adjustment of the pupil. The determination of this handicap is largely based on the consistency, intensity,

and duration of the behavior of concern.

Resource Teaching Program - An educational program for children requiring special education who are enrolled in a regular classroom program for most of the school day but who require special education instruction in specific skill areas on a part-time basis. These programs may be operated on a multidisability basis. The teacher of the resource teaching program shall serve in no more than two attendance centers. This program model shall include provision for ongoing consultation and demonstration with the pupils' teachers.

Special Class With Integration - An educational program for children requiring special education with similar educational needs who are enrolled in a special education classroom but who can profit from participation in one or more academic subjects with pupils who are not handicapped. These programs may be operated on a multidisability basis when approved by the department. This program model shall include provision for ongoing consultation and demonstration with the pupils' teachers.

Self-contained Special Class - An educational program serving pupils with similar special education needs to the degree that they require special education instruction on a full-time basis. Such pupils ordinarily cannot profit from participation with regularly enrolled pupils in academic subjects but benefit from integration into other

school activities. Preschool programs for the handicapped may be operated on a multidisability basis.

Procedure

To undertake this research project this writer interviewed each of the following people: Mr. James Billings, superintendent of schools at Ballard; Mrs. Connie Marker, board of education secretary; Dr. James Stumme, area psychologist, Heartland Area Education Agency; Mrs. Jeri Prescott, consultant for the Heartland Area Education Agency, who taught in Ballard's secondary multicategorical program from 1974-1977; Mr. A. R. Patterson, the northern zone coordinator of the Heartland Area Education Agency, who worked with the Ballard district when former special education programs were in existence; Mrs. Julie Johnson, secondary learning coordinator, who formerly taught reading in Ballard's elementary system; Mr. Ben Halupnik, former elementary principal at Ballard; Mrs. Betsy Young, a special education teacher at Ballard for the past two years (1978-1980); and Mrs. Bonnie Hall, special education teacher at Ballard from 1976-1978.

The personnel interviewed have worked with Ballard's special education programs and collectively provide a comprehensive perspective of the evolvement of programs. Also a perusal of board minutes yielded additional information about the programs.

Presentation of Data

The data gathered was condensed into longitudinal order starting with the first special education program (in 1966) and ending with the present programs. These programs are presented and discussed in Chapter 3.

Following this presentation are a summarization, conclusions, and recommendations.

Chapter 2

REVIEW OF THE LITERATURE

Since the establishment of the Ballard School District in 1958, the role of the public school has changed considerably concerning the education of the handicapped. Provisions for aid to public schools for programs to educate the handicapped have resulted in increased efforts to provide special education programs for handicapped students.

Federal aid to educational programs for the handicapped was first made available in The Elementary and Secondary Act of 1965. Although The Act was primarily directed toward economically deprived children, education of the handicapped did come within its purview.¹ Funds provided by The Elementary and Secondary Act of 1965 enabled public schools to establish programs for handicapped students.

In September of 1973, The Vocational Rehabilitation Act (Public Law 93-112) was signed into law. As part of the act, Congress enacted Section 504 which provided that

¹David P. Currie, "Special Education: The Struggle for Equal Opportunity in Iowa," Iowa Law Review, LVII, No. 5 (June, 1977), 1322.

handicapped persons cannot be discriminated against solely on the basis of their handicaps. Thus Section 504 became the first Federal civil rights law to protect the rights of handicapped persons. Section 504 provides that handicapped children have the same curricular choices that are provided for non-handicapped children. This law insures the rights of the handicapped children in the public school.

On November 18, 1975, President Ford signed "The Education for All Handicapped Children Act" into Public Law 94-142. This law represents the culmination of what has been aptly termed a "revolution" in educational opportunities accorded handicapped children. Not only does Public Law 94-142 recognize the right of handicapped children to a free and appropriate public education, but it also sets goals and establishes procedures by which those goals are to be met.¹

Public Law 94-142 is Federal legislation which has had a tremendous effect on the educational community. The purpose of Public Law 94-142 is to assure that all handicapped children have available to them a free and appropriate public education designed to meet their unique needs; to assure that the rights of handicapped children and their

¹Currie, p. 1338.

parents or guardians are protected; to assist states and localities in providing for the education of all handicapped children; and to assess and assure the effectiveness of efforts to educate handicapped children.¹ The Education for All Handicapped Children Act recognized that state and local financial resources were inadequate to meet the educational needs of handicapped children. Public Law 94-142 provided that the federal government provide funds to state education agencies for education programs for the handicapped. State education agencies were in turn given the responsibility of providing funds to local school districts as needed for local education programs for the handicapped. Although this Act provides for large authorized increases in funding through 1982, it carries state and local administrative responsibilities for justification of the spending of provided funds.²

Parental involvement also played a major role in establishing special education programs for handicapped students. In the early 1960's many parents across the nation were concerned about their children's inability to learn even though these children were within the range of average or above average intelligence. These parents formed an association, The Association for Children with

¹Currie, p. 1331.

²Currie, pp. 1334-1335.

Learning Disabilities, and helped to bring emphasis on the need for special education programs for the handicapped.

During the late 1960's, The National Office of Education brought leaders in this field together to discuss concerns about learning disabilities. Theorists in this field have developed different definitions of learning disabilities. Many definitions include phrases such as "minimal brain dysfunction" which cannot be easily defined or documented. One of the problems even today is the lack of agreement by the majority of experts in the field of learning disabilities. Experts do not agree about origin, cause, method, or treatment. They do, however, agree that educators need to help students with learning disabilities and provide educational programs for them in the public school. Because of the growing concern to help students with learning disabilities and other handicaps, and the passage of the previously discussed educational legislation; educators have gotten involved in establishing programs to serve the needs of handicapped students. Increased emphasis concerning these special education programs has brought out different definitions and thoughts concerning special education program development.

The U. S. Department of Health, Education and Welfare, quoting from Public Law 91-230, dated April 13, 1970, described learning disabilities as follows:

The term "children with specific learning disabilities" means those children who have

disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, or emotional disturbance, or environment disadvantages.¹

An earlier definition of a learning disability is a retardation, disorder or delayed development in one or more of the processes of speech, language, reading, writing, arithmetic, or other school subjects resulting from a psychological handicap caused by a possible cerebral dysfunction and/or emotional or behavior disturbances. It is not the result of mental retardation, sensory deprivation, or cultural or instructional factors.² The push for programs to serve students with learning disabilities and multicategorical problems has brought about different programs. Educators have different viewpoints about how to serve these students' needs. Sabatino has indicated that the real job of the teacher is providing meaningful

¹Helen Ginandes Weiss and Martin S. Weiss. A Survival Manual: Case Studies and Suggestions for the Learning Disabled Teenager (Yorktown Heights, New York: Walter Goodman Center for Educational Services, 1974), p. 2.

²Samuel A. Kirk and Barbara Bateman, "Diagnosis and Remediation of Learning Disabilities," Exceptional Children, XXIX, No. 2 (October, 1962), 73.

educational goals while establishing realistic objectives in order to meet these goals. He states that there are five major functions of resource room teachers:

1. Direct service to individuals.
2. Direct service to small groups.
3. Assist teachers to establish instructional objectives for the handicapped child.
4. Presenting suitable teaching methods and materials to obtain these instructional objectives.
5. Demonstrating special education curriculum to other teachers to augment their knowledge.¹

Minskoff feels that most school programs to accommodate the learning disabled are essentially the same. He states that no one kind of program is best suited to the learning disabled student, and educators need to develop various strategies and programs for SLD students.²

Alley states that individualized instruction for learning disabled students at the junior and senior high levels requires the learning disabilities teacher to do a

¹D. A. Sabatino, "Research Rooms: The Renaissance in Special Education," Journal of Special Education, VI (1972), 335-347.

²J. Minskoff, "Learning Disabled Children at the Secondary Level: Educational Programming in Prospective," J. I. Arena, ed., The Child with Learning Disabilities: His Right to Learn (San Rafael, Calif.: Academic Therapy Publications, 1971).

great deal of instructional planning. This planning requires the teacher to be aware of the complex interaction among instructional grouping alternatives, the characteristics of the methods and materials he or she uses, the coping skills to be taught, and the generalization of these coping skills to the regular classroom. If the learning disabilities teacher plans carefully with the regular classroom teacher, the learning-disabled student will be prepared with survival skills to receive, integrate, and retrieve relevant information from the regular curriculum.¹

Frostig feels that educators need to help learning disabled children believe in themselves. She states that teachers should teach children to like and trust others. Structure in the classroom is needed but teachers should promote a positive atmosphere for the learning disabled child.²

According to Vance, perhaps the most irrefutable characteristic attributed to children with learning disabilities is their wide variability of behavior. Mere classification and testing does not necessarily prescribe

¹Gordon R. Alley, "Grouping Secondary Learning Disabled Students," Academic Therapy, XIII, No. 1 (September, 1977), 44.

²Marianne Frostig, "Five Questions Regarding My Past and Future and the Past, Present, and Future of Learning Disabilities," Journal of Learning Disabilities, XI, No. 9 (November, 1978), 12.

treatment, complete diagnosis, or assessment of these children. Diagnostic procedures are still at best somewhat spotty. Knowledge of IQ, reading grade level, or neurological status, while interesting and useful, does not provide enough information with which either to establish appropriate goals or to construct a reality-based training program for a specific child. Therefore, the implementation in the schools of an effective, educationally oriented evaluation program is of the utmost importance for a successful instructional experience with learning disabled children.¹

Since the organization of the Ballard School District in 1958, there has been increased emphasis on the establishment of special education programs for handicapped children. Research indicates that educational programs have been established as funding has been made available for those programs. The passage of The Elementary and Secondary Education Act of 1965 was instrumental in providing Federal funds for special education programs. Prior to 1965, there were no special education programs in operation in the Ballard Community Schools for the handicapped students of the district.

Dissatisfaction by parents concerning the education of their handicapped children has helped lead to the

¹Hubert Boone Vance, "Informal Assessment Techniques with LD Children," Academic Therapy, XII, No. 3 (Spring, 1977), 291.

establishment of special education programs. Section 504 of The Vocational Rehabilitation Act of 1973 also has helped influence educators to focus on the rights of handicapped children.

Public Law 94-142 has been another influential factor in special education program development for the handicapped. Since its passage in 1975, Ballard's programs have increased at both the elementary and secondary levels.

Based on the concepts and understandings of special education programs as discussed, the following chapter contains a detailed account of the evolvement of Ballard Community School District's special education programs.

Chapter 3

PRESENTATION OF THE DATA

Procedure

The following people were interviewed to collectively provide a comprehensive prospective of the evolution of Ballard's special education programs: Mr. James Billings, superintendent of schools at Ballard; Mrs. Connie Marker, board of education secretary; Dr. James Stumme, area psychologist, Heartland Area Education Agency; Mrs. Jeri Prescott, consultant for the Heartland Area Education Agency, who taught in Ballard's secondary multicategorical program from 1974-1977; Mr. A. R. Patterson, the northern zone coordinator of the Heartland Area Education Agency, who worked with the Ballard district when former special education programs were in existence; Mrs. Julie Johnson, secondary learning coordinator, who formerly taught reading in Ballard's elementary system; Mr. Ben Halupnik, former elementary principal at Ballard; Mrs. Betsy Young, a special education teacher at Ballard for the past two years (1978-1980); and Mrs. Bonnie Hall, a special education teacher at Ballard from 1976-1978.

Arrangements were made for individual interviews

with each of the identified persons. Because of the differences in the involvement of each of the individuals interviewed, an open-ended interview was conducted with each person. Prior to each interview the person to be interviewed was asked to prepare himself or herself for the interview. Each was asked to contribute what they knew of the establishment, operation, and progress of Ballard's special education programs. Each person was questioned concerning what he/she knew about Ballard's special education programs. Board minutes were also studied to help determine the evolvement of the programs from the establishment of Ballard Community School in 1958 until the present time (1979-1980).

Responses to the Study

During the early years of Ballard School District's existence, there were no special education programs for the students of the district. A study of school board minutes revealed that the first special education programs provided in the district were started in 1966.

A remedial reading program was started at the junior high level during the 1966-1967 school year. Students who scored below the fortieth percentile in the area of reading on the Iowa Tests of Basic Skills were used to identify those students needing reading help. Twenty-two eighth graders and twenty seventh graders were scheduled for remedial reading classes. The students met with the

reading teacher in groups of five for approximately two hours each week for help in the area of reading. During the same school year a modified study program was started at the junior high level to help students who were considered deficient in basic skills. Students in the modified study program attended regular classes except classes in the basic skills areas of mathematics, science, English and social studies. They met with a special teacher who worked with them approximately two and one half hours each day to help them with basic skills. Ten students were served by the modified study program. These students were identified using the results of the Iowa Tests of Basic Skills and by teacher referrals to the program.

During the same year that the remedial reading program and the modified study program were started at the junior high level, two new programs were also started at the elementary level. Thirty elementary students were scheduled into a four-week summer reading program for the summer of 1967. These students were identified by classroom teachers as students who needed help in the area of reading. A pre-kindergarten program was also put into effect the same year. Two elementary teachers were hired to work with thirty pre-kindergarten aged children to help get them ready to start school. These four early programs were funded by Title I of The Elementary and Secondary Education Act of 1965.

The summer elementary reading program operated for

two years (1967-1968). The first year only eleven of thirty students recommended for the four-week summer program appeared for classes. In 1968 only nine of thirty-two students recommended for the summer session attended. The program was dropped at the end of the 1968 summer session. The administration discontinued the program because of the lack of interest displayed by the community toward participation in the program.

The pre-kindergarten program was also in existence for two years (1967-1968) and discontinued at the same time as the summer reading program. According to Mrs. Connie Marker, board of education secretary, there was not sufficient interest to continue the pre-kindergarten program.

There were no special education programs at the elementary level at Ballard from 1969 until 1972. In the fall of 1972 a half-time reading teacher was hired at the elementary level. There was also a Title I funded summer program established for the summer of 1973. According to Mr. Ben Halupnik, the elementary principal at the time, these programs were established because of concern for students with reading problems and the lack of help for students in the area of reading at the elementary level. The summer reading program operated only during the summer of 1973. According to Mr. Halupnik, the program was discontinued because only fourteen of thirty-two students identified for the program attended the four-week summer

session. A full time reading teacher was hired in the fall of 1973 to coordinate the elementary reading program and to work with students and teachers in the area of reading. This teacher was also funded by Title I of The Elementary and Secondary Education Act of 1965.

The remedial reading program and the modified studies program at the junior high level continued after the elementary programs were discontinued in 1968. These two junior high programs remained in existence until 1974.

Although Ballard's administrators considered the existing special education programs at the junior high level successful, they felt that a resource room program to serve junior high students with learning disabilities needed to be established. Kay Gunier, a consultant for the Polk-Story Joint County School Systems, developed a learning disabilities program for junior high students at West Des Moines in the fall of 1973. Working with Kay Gunier, Ballard's administrators started a similar program at Ballard in the fall of 1974. The program was funded by Title VI of The Elementary and Secondary Education Act of 1965.

Mrs. Jeri Prescott was hired as the first Specific Learning Disabilities teacher at Ballard Junior High School. She worked closely with Kay Gunier to implement the junior high specific learning disabilities program. In-service meetings were conducted to educate junior high teachers

about learning disabilities. Seventh and eighth grade students were screened and tested to identify individuals with learning disabilities. Mrs. Prescott worked with eighteen students identified as having learning disabilities from two to ten hours per week depending upon the severity of each student's problem.

When the specific learning disabilities program was established, the Title I funded junior high programs were discontinued. According to Mr. James Billings, superintendent of the district, all of Ballard's Title I funds were shifted to the elementary level to help expand the elementary reading program. Mr. Billings felt that this procedure enabled the district to best utilize available funds for special education programs.

In the fall of 1975, two Specific Learning Disabilities teachers were hired at the elementary level. The special education programs had now been expanded to include one junior high learning disabilities teacher, two elementary learning disabilities teachers, and a full time elementary reading teacher. The elementary reading program was still funded by Title I of The Elementary and Secondary Education Act of 1965.

The 1975-1976 school year was the first year for The Area Education Agency. The initial specific learning disabilities programs were financed by state funds provided to the Ballard Schools through the efforts of The Area

Education Agency.

Another special education teacher was added at the secondary level in 1976. This teacher was added to expand special education services to the high school level. As students with learning disabilities moved from the junior high level to senior high, a need was created for a special education teacher to serve those students. A multicategorical teacher was added and the secondary program grew from a one to a two teacher department. A multicategorical teacher was hired instead of a specific learning disabilities teacher to provide flexibility in the secondary program. A total of thirty-six students were served by the junior and senior high program.

In the fall of 1977 an aide to the SLD programs was added at the elementary level. According to Ben Halupnik, a need for an aide was established because of the work load of the elementary SLD teachers. During the summer of 1978, a summer reading program was started at the elementary level. The purpose of the summer reading program was to help students who were identified by the SLD teacher as students who needed help in the area of reading. This reading program was financed by the district, however, not by special education funds.

In the fall of 1978, a part-time Title I reading teacher was added to the elementary program. The elementary program also added a full-time multicategorical teacher to

the elementary staff at this time. The need for these additional staff members was created by expanded efforts to help students throughout the elementary schools. The initial elementary SLD program focused on the students of the upper elementary grades. Because the programs were successful, they expanded and created a need for additional staff members to serve the elementary system.

During the fall of 1979 a half-time SLD instructor was added to the secondary staff. Because of the growing number of students identified as needing special education services, at the secondary level, a need for this half-time teacher was established. Twelve students were served by the additional staff member. This is the most recent change in Ballard's secondary special education programs.

Public Law 94-142 was passed in the fall of 1975. This law provided Federal funds to state education agencies to assist states in the education of handicapped children. Ballard's specific learning disabilities programs and multi-categorical programs are financed by state funds which have been increased because of Public Law 94-142.

To this point, this study has dealt with the special education programs located within the schools of the Ballard District. These programs primarily serve students of low average and average mental ability.

Students possessing less than average ability are transported outside the district on a tuition basis. Since

Ballard has been in existence, students have been transported to Nevada, Ames and Des Moines for placement in special education programs when necessary.

According to A. R. Patterson, the northern zone coordinator of The Heartland Area Education Agency, a group of parents established a school south of Nevada in the fall of 1958. The school was established to serve the needs of students of less than average mental ability who could not cope with the regular classroom. School administrators with the help of county psychologists determined who could not cope with the regular classroom situation. According to Mr. Patterson, one student from the Ballard School District attended the school south of Nevada when it was established. The school managed by the Story County School Board in the fall of 1959 was closed by the county in the spring of 1961. Before closing the school, the Story County School Board worked with area school districts to establish programs to provide for the special education students served by the parent initiated school.

In 1961, Nevada started special education classes for educables of the county. Schools of the county began transporting their educable elementary students to Nevada on a tuition basis. From 1961 until 1967 Ballard transported its educable elementary students to Nevada on a tuition basis. According to Mr. James Billings, Ballard's Superintendent of Schools, Ballard transported from three

to seven students to Nevada from 1961 until 1967.

In 1961, Ames established special education programs at the junior high and senior high levels as well as at the elementary level. Ames needed tuition students to support their programs. Generally, special education students from eastern Story County were sent to Nevada for classes and special education students from central and western Story County were sent to Ames. Ballard sent one secondary special education student to Ames in 1961. From 1961 until 1967 Ballard sent from one to four students to Ames for special education classes at the secondary level. In 1967, Ballard sent all of its special education students to Ames rather than Nevada. Ballard's administration felt that it was more convenient to transport all of its special education students to one location. Because Ames offered programs for both elementary and secondary students. The decision was made to send Ballard's students to Ames. Since 1967 Ballard has continued to send its special education students (students of less than normal mental ability) to Ames for classes. At the present time Ballard transports fifteen students to Ames for classes. These are the students who test lower than of normal mental ability and who cannot prosper in the resource room situations of the Ballard School District.

Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Since the organization of The Ballard Community School District in 1958, several programs have been in existence to meet the needs of the special education students of the district. This study was conducted to trace the development of those programs.

To complete the study, individuals were interviewed who worked with the special education programs of the district and who were involved in the development of the programs. A perusal of school board minutes also contributed information about the programs.

The information obtained from the study was organized into longitudinal order starting with the first special education program at Ballard in 1966 and ending with the present programs (1979-1980). These data are available to acquaint staff members with past and present programs and to provide administrators with a baseline from which to plan future programs.

Conclusions

Based on the results of this study several conclusions were drawn. One conclusion was that prior to the passage of The Elementary and Secondary Education Act of 1965, Ballard Community School District operated no special education programs for the handicapped children of its district.

At the present time, 1979-1980, Ballard has five elementary staff members and three secondary staff members who work with special education programs in the Ballard School System. A conclusion of this study is that increased concern for the education of the handicapped and available funds for special education programs have resulted in the establishment and growth of special education programs in the Ballard School District.

Another conclusion of the study was that Public Law 94-142 was instrumental in establishing funds which helped the Ballard School District develop its special education programs for handicapped children. In relation to Public Law 94-142, it was concluded that Ballard School District's special education programs expended at all levels since the law was passed in 1975.

It was further concluded that the Heartland Area Education Agency (AEA11) has provided needed assistance and leadership to the Ballard District in helping to establish and upgrade Ballard's programs. Their staff members worked

closely with Ballard's administrative staff and provided valuable insight into program development.

Ballard's administration worked with funds provided for special education programs since The Elementary and Secondary Education Act was passed in 1965. It was a conclusion of this study that Ballard's administration utilized these funds to expand and develop special education programs at both elementary and secondary levels.

A final conclusion indicated that although Ballard established and operated resource rooms for students with learning disabilities and multicategorical problems, there were no programs in operation in the district to help students for more than two class periods each day.

Recommendations

1. Ballard's administrative staff should evaluate its special education programs on a continual basis.
2. Ballard's professional staff should continue to work closely with the Heartland Area Educational Agency concerning the operation of the school's special education programs.
3. Ballard's administrative staff should strive to utilize provided special education funds to best serve the individual needs of the handicapped students of the district.
4. Serious consideration should be given to the establishment of special education classes with integration

at both the elementary and secondary levels.

5. Ballard's administrative staff should establish and maintain in-service programs to acquaint its educational staff with the operation of the special education programs of the district.

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